



## Watkins-Nance Elementary

2525 Barhamville Rd.

Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	441 Students	
<b>Principal</b>	Dr. Evelyn Cohens	803-733-4321
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Good*</b>
2007	Below Average	Below Average
2006	Below Average	Good
2005	Below Average	Below Average
2004	Below Average	Below Average

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

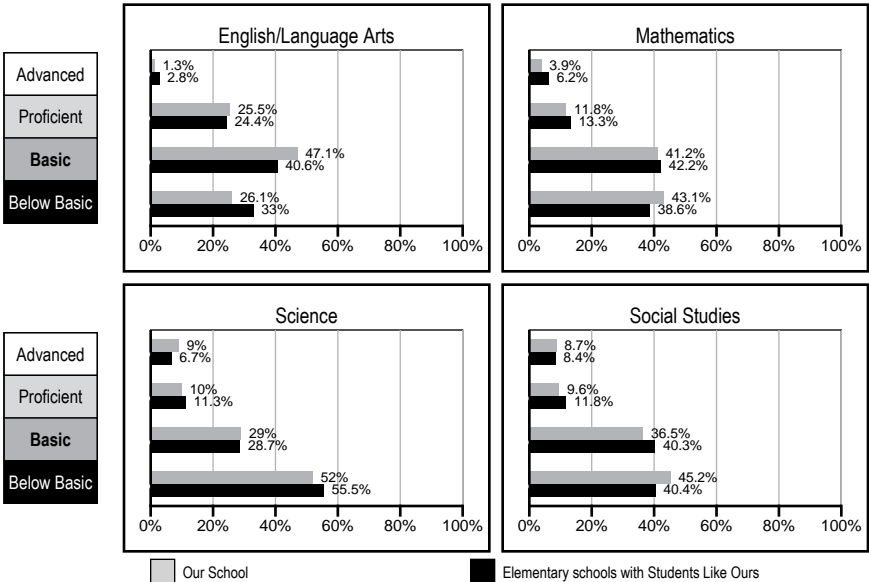
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	29	43

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=441)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 76.9%	100.0%	100.0%
Retention rate	4.1%	Down from 7.6%	3.1%	2.3%
Attendance rate	96.2%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	4.5%	Up from 2.7%	2.7%	10.4%
With disabilities other than speech	10.2%	Up from 4.9%	7.6%	7.5%
Older than usual for grade	1.2%	Down from 3.3%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.6%	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	68.6%	Up from 68.4%	52.9%	56.7%
Continuing contract teachers	51.4%	Up from 50.0%	66.7%	77.3%
Teachers with emergency or provisional certificates	12.9%	Down from 15.2%	0.0%	0.0%
Teachers returning from previous year	76.5%	Up from 75.1%	81.5%	86.4%
Teacher attendance rate	93.3%	Down from 95.9%	94.8%	94.9%
Average teacher salary	\$47,857	Up 9.0%	\$43,737	\$45,345
Professional development days/teacher	13.1 days	Down from 14.4 days	13.7 days	12.6 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 15.8 to 1	16.1 to 1	18.5 to 1
Prime instructional time	87.6%	Down from 89.0%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.5%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,136	Up 21.9%	\$8,435	\$7,052
Percent of expenditures for instruction*	82.7%	Up from 80.4%	68.3%	69.1%
Percent of expenditures for teacher salaries*	75.7%	Up from 74.5%	60.5%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Watkins-Nance Elementary has finished its seventh year in a new facility. Our school has continued to focus on programs to ensure student success. These included our Saturday Academy and Early Bird and After-School Remediation programs. Our staff development activities continued to focus on improving student performance on the Palmetto Achievement Challenge Test (PACT), student motivation, character education, and teachers' accurate assessment of student achievement; providing appropriate instruction based on state standards and benchmark results; and designing weekly tests to measure specific skills required to do well on state tests.

Emphasis was placed on student communication skills. These skills were reinforced through the Early Success reading program and the use of Compass Learning and SuccessMaker computer software in language arts and math.

Watkins-Nance continued to prepare students to meet new challenges. Effective grade-level planning for instruction as well as weekly grade-level and district assessment testing were conducted to strengthen students' test-taking skills. Retired teachers were used to provide small-group instruction to struggling readers. City Year helped with academics and character education for all students. Lunch Buddies and mentors from St. John Baptist Church, BellSouth, and Omega Psi Phi Fraternity helped motivate students to achieve behavioral and academic success.

Students were recognized for academic achievement at year end award ceremonies. Our Honor Student program, Student Council activities, Career Fair, Science Fair, Artist-in-Residence program, and Science Engineering Mathematics Aerospace Academy (SEMAA) enhanced students' academic and character growth.

Watkins-Nance employed many parent/community outreach programs. These included the "Books and Breakfast" and "Books and Bites" parent workshops, parent-teacher conference incentives, and parent-student academic sessions.

In spite of our successes, we still have some barriers that inhibit progress. These include having about 50 percent of our students enter school without preschool experience, limited parent participation, and limited reinforcement of academic skills at home. However, we are making progress in these areas and are proud of our progress. Since our opening in 2001, our school has received many honors. Our 2001-02 Teacher of the Year won a \$25,000 Milken Award. One of our volunteers was named district Volunteer of the Year. Our school newsletter won a 2002-03 Golden Pencil Award. Our Foster Grandparents were given an award as the elementary volunteers with the most hours of service in our school district for the 2003-04 year. One of our Foster Grandparents was also named district and state senior citizen volunteer of the year for 2004-05. Watkins-Nance received a Silver Award for outstanding student improvement on the PACT for the 2005-06 school term. In 2008, the school was honored with a United Way Merit Award and a district award for staff wellness.

Ms. Doris McCowns, SIC Chairperson and Dr. Evelyn Cohens, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	60	47
Percent satisfied with learning environment	93.8%	100.0%	93.5%
Percent satisfied with social and physical environment	96.9%	85.0%	80.9%
Percent satisfied with school-home relations	46.7%	88.3%	87.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	185	100	26.1	47.1	25.5	1.3	36.6	41.2	48.2	Yes	Yes
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## Gender

Male	80	100	36.8	44.1	17.6	1.5	25	35	41.7	N/A	N/A
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Female	105	100	17.6	49.4	31.8	1.2	45.9	47.5	55	N/A	N/A
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## Racial/Ethnic Group

White	2	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
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African American	183	100	25.7	47.4	25.7	1.3	36.8	33.3	31.7	Yes	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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## Disability Status

Disabled	34	100	38.5	46.2	15.4	0	26.9	14.1	16	I/S	I/S
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## Migrant Status

Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
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## English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
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## Socio-Economic Status

Subsided meals	170	100	25.5	48.9	24.8	0.7	36.2	31.2	34	Yes	Yes
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## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	185	100	43.1	41.2	11.8	3.9	22.2	34.9	45.8	No	Yes
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## Gender

Male	80	100	47.1	33.8	16.2	2.9	25	33.8	45.6	N/A	N/A
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Female	105	100	40	47.1	8.2	4.7	20	35.9	45.9	N/A	N/A
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## Racial/Ethnic Group

White	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
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African American	183	100	42.8	41.4	11.8	3.9	22.4	25.8	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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## Disability Status

Disabled	34	100	69.2	23.1	3.8	3.8	15.4	12.2	17.1	I/S	I/S
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## Migrant Status

Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
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## English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
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## Socio-Economic Status

Subsided meals	170	100	45.4	40.4	11.3	2.8	19.9	24.6	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	124	97.6	51.5	29.3	10.1	9.1	19.2	25.3	35.7	96.2	96.1
Gender											
Male	49	98	51.3	23.1	12.8	12.8	25.6	26	37.4	96.2	95.8
Female	75	97.3	51.7	33.3	8.3	6.7	15	24.6	33.8	96.2	96.3
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	93.3	96.3
African American	123	97.6	51	29.6	10.2	9.2	19.4	16.4	17	96.3	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	90	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	20	100	64.3	21.4	0	14.3	14.3	8.9	14	95.9	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	95.1	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
Socio-Economic Status											
Subsided meals	112	97.3	52.8	30.3	10.1	6.7	16.9	15.1	21.1	96.2	95.8

Social Studies

All Students	121	98.4	44.1	37.3	9.8	8.8	18.6	27.2	34	96.2	96.1
Gender											
Male	56	96.4	50	30.4	6.5	13	19.6	28.1	36.6	96.2	95.8
Female	65	100	39.3	42.9	12.5	5.4	17.9	26.2	31.3	96.2	96.3
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	93.3	96.3
African American	119	98.3	43.6	37.6	9.9	8.9	18.8	18.2	19.1	96.3	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	90	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	23	100	63.2	15.8	0	21.1	21.1	9.7	14.4	95.9	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	95.1	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
Socio-Economic Status											
Subsided meals	110	98.2	44.1	37.6	10.8	7.5	18.3	16.8	21	96.2	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	60	100	18	42	40	0	40
	4	62	100	27.8	44.4	27.8	0	27.8
	5	52	100	23.4	59.6	17	0	17
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	100	13.6	38.6	43.2	4.5	47.7
	4	60	100	25.5	49	25.5	0	25.5
	5	75	100	36.2	51.7	12.1	0	12.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	60	100	42	48	10	0	10
	4	62	100	40.7	46.3	7.4	5.6	13
	5	52	100	38.3	57.4	4.3	0	4.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	100	50	45.5	4.5	0	4.5
	4	60	100	37.3	43.1	13.7	5.9	19.6
	5	75	100	43.1	36.2	15.5	5.2	20.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	30	96.7	60.9	30.4	8.7	0	8.7
	4	62	100	74.1	20.4	5.6	0	5.6
	5	24	100	59.1	36.4	0	4.5	4.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	26	96.2	71.4	19	4.8	4.8	9.5
	4	60	98.3	46	32	14	8	22
	5	38	97.4	46.4	32.1	7.1	14.3	21.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	30	100	15.4	65.4	19.2	0	19.2
	4	62	100	51.9	33.3	13	1.9	14.8
	5	28	100	32	36	16	16	32
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	24	95.8	36.4	63.6	0	0	0
	4	60	98.3	52	28	14	6	20
	5	37	100	36.7	33.3	10	20	30
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample